

# Pupil Premium and Recovery Premium Strategy Statement

## Introduction

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Details	Data
Number of pupils in school	165
Proportion (%) of pupil premium eligible students	63%
Academic year(s) that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Nicolle Deighton
Pupil Premium lead	Tina Oram
Governor/Trustee lead	Chair of Wellbeing committee

## Funding overview

Detail	Amount
Pupil premium funding allocation (2022-23)	£91,755
Recovery premium funding allocation (2022-23)	£34,263
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£126,038

\* Recovery premium received in academic year 2021/22 can be carried forward to academic year 2022/23. Recovery premium received in academic year 2022/23 cannot be carried forward to 2023/24.

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## Part A: Pupil Premium and Recovery Premium Strategy

### Statement of intent

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs.

The Government has used pupils' entitlement to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to school per pupil, based on the number registered for Free School Meals. At Briarwood School, we will be using data to identify our target children to 'narrow the gap' regarding attainment.

Additionally, pupils who are looked after or who were previously looked after are entitled to pupil premium. Pupils whose parents are serving in HM Forces or whose parents have retired on a pension from the Ministry of Defence are also eligible for the service premium.

The Government are not dictating how schools should spend the money, but are clear that schools will need to employ the strategies they know will support their pupils to increase their attainment and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school's performance table to include new measures that show attainment of pupils who receive the pupil premium compared with their peers. This expectation applies to special schools where there is a focus on expected rates of progress for individual pupils and that they meet these expectations.

Briarwood School is highly committed to ensuring its pupils have the best possible outcomes in adult life. The school places communication, literacy and numeracy skills at the centre of the curriculum and recognises that for all pupils, regardless of ability, reaching their full potential may be dependant on these skills. It is therefore raising attainment in these areas which the pupil premium funding is prioritised.

The Recovery Premium Grant is part of the Government's package of funding to support pupils whose education has been impacted by coronavirus (COVID – 19). It is a time-limited grant focused on pupil premium eligible pupils and pupils in specialist settings. This is because of the additional impact of the pandemic on these students. As with Pupil Premium funding, schools must use their recovery premium on evidence-based approaches to support pupils.

In order to supplement pupil premium as an indicator for identifying barriers to learning, Briarwood School is very aware of an emerging cohort of pupils that have wellbeing concerns and have developed the concept of Vulnerable Plus. OFSTED have highlighted that clear differences need to be made to the learning and progress of disadvantaged pupils. Schools need to create a culture of high expectations for those on roll, as well as high expectations for social behaviour among pupils and staff. There are government expectations that schools should support pupils to be resilient and mentally healthy. They should provide a safe environment that fosters trust and belonging and creates a culture that supports mental health. Public Health England (2014) have identified that a whole school emotional wellbeing approach that moves beyond learning and teaching to cover all aspects of school life has been found to be effective in bringing about sustained health benefits. Vulnerable Plus has been created as an identification tool to enable the school to address the on-going challenge of providing meaningful support to the most vulnerable pupils. We recognise that this is an identification and signposting system as opposed to an intervention in its own right.

## Challenges

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Access to wider opportunities outside of school
2	Access to technology
3	High levels of behaviour that challenge
4	Resilience and stamina for learning following covid-19
5	Parents understanding and confidence to access external support
6	Parental confidence and engagement in learning
7	Complex and multiple needs of pupils

## Intended outcomes

The table below explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils to make at least expected progress in reading.	Pupils to meet their targets in at least 80% of cases and where they haven't, evidence of further discussion, intervention or reasoning.
To further enhance the quality of teaching of maths and phonics to ensure outcomes and progress for PP students is exceptional.	<ul style="list-style-type: none"> <li>• Teachers feel confident in teaching maths and phonics as evidenced through questionnaires.</li> <li>• INSET training feedback states teachers have made progress and learning outcomes have been met.</li> <li>• KS3+4 data shows 80% of PP pupils have met or exceeded their targets in number.</li> <li>• Lesson observations are effective or above with focus being on number and phonics across the academic year.</li> <li>• Work scrutiny in reading and maths is exceptional.</li> <li>• Triangulation of data shows an increase in attainment for KS3+4 in number and phonics.</li> </ul>
PP pupils in KS3+4 make at least expected progress in literacy and numeracy.	By the end of KS4, pupils will have achieved a relevant ASDAN qualification and met literacy and numeracy targets.
Additional pastoral support is provided to families as appropriate.	<ul style="list-style-type: none"> <li>• Parent surveys show that families know how to access support.</li> <li>• Support logs show an increase in families accessing additional pastoral support.</li> <li>• Engagement and attendance improve for individual PP pupils following targeted work with families.</li> </ul>
Additional support will be considered for the PP pupils that present with a high frequency	<ul style="list-style-type: none"> <li>• PP pupils with a high frequency of behaviours of concern will be identified through the pastoral</li> </ul>

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<p>of concerning behaviours in order to reduce these.</p>	<p>referral system within their departments and appropriate interventions will be implemented.</p> <ul style="list-style-type: none"> <li>• Decrease in frequency and severity of behaviours of concern presented by pupils within PP. Creation of a Pastoral Plan for each pupil who reaches the threshold, emphasis on pupil and parent voice.</li> <li>• Motional snapshots to increase wellbeing attainment.</li> </ul>
<p>Support for curriculum enrichment.</p>	<ul style="list-style-type: none"> <li>• All pupils to have access to curriculum enrichment.</li> <li>• All PP pupils to have additional curriculum enrichment matched to interest and need.</li> </ul>

## Activity in this academic year (2022/23)

This section details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

### Teaching (CPD, recruitment & retention)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Reading curriculum and scheme of work.	EEF toolkit	7
Staff CPD for Reading included in INSET day for all staff, with follow up task booklet.	EEF toolkit	7
Reading, Maths & Phonics learning walks.	In school data	7 & 4
Parent workshops.	In school data EEF toolkit	6
Enhanced information & parent videos created for the website.	Parent voice	6
Introduction of Bug Club for home and school.	Research supports the need for consistency between home and school.	4, 6 & 7
Monitor and further develop the use of Twinkl Phonics.	Synthetic phonics research	7 & 4
Staff CPD for Maths & Phonics as a focus for the academic year.	In school data	7 & 4

### Targeted academic support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly identification of PP students making less than expected progress – targeted support implemented.	EEF toolkit In school data monitoring Motional	4 & 7
Identify retention difficulties and gaps in knowledge from COVID – targeted and sustainable intervention implemented.	EEF toolkit In school data monitoring Motional	4 & 7

## Wider strategies (related to attendance, behaviour, wellbeing etc)

Budgeted cost: £76,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a 'directory' of support for families to access during weekends and school holidays.	Parent voice Multi-agency work & feedback LA SEND review	1, 5 & 7
Online tutorials to support with applications for FSM & charity grants.	Parent voice Multi-agency work & feedback LA SEND review	1, 2, 5 & 7
Dedicated Family Link worker to run termly coffee mornings on each site.	Parent voice Multi-agency work & feedback	2, 3, 5, 6 & 7
Parents forum to be created to support Parent/carer voice.	Parent voice Multi-agency work & feedback EEF toolkit	2, 3, 5, 6 & 7
Pastoral team to create Pastoral Support Plans for each pupil who reaches threshold and these to be implemented and monitored by relevant staff.	Multi-agency work & feedback BILD feedback In school data monitoring	3 & 5
Use of Pastoral response team to provide targeted or bespoke proactive behaviour and wellbeing support.	Multi-agency work & feedback BILD feedback In school data monitoring	3 & 5
Use of Pastoral response team to provide additional reactive support.	In school data monitoring BILD feedback	3 & 5
Use of staff and pupil debriefs to aid reflective practice.	TISUK In school data monitoring	3, 4 & 7
Opportunities for enrichment activities within class that pupils are less likely to have access to outside of school.	EEF toolkit Cultural capital research	1
Provide a copy of the class topic book to support with home/school learning.	Parent voice	6

Total budgeted cost: £126,038

## Part B: Review of activity in the previous academic year (2021/22) Total spend £91,775

### Outcomes for disadvantaged pupils

This section provides a review of last year’s aims and outcomes.

Aims	Outcome				
80% of PP pupils to make at least expected progress in reading.	<p>Average percentage of pupils making expected progress and meeting EOY targets:</p> <table border="1" data-bbox="432 602 1069 678"> <tr> <td>Pupil Premium students</td> <td>76%</td> </tr> <tr> <td>Non Pupil Premium students</td> <td>81%</td> </tr> </table> <p>The above data shows that the percentage of PP students making expected progress is within 5% of their non PP peers. Pupil progress meetings have taken place within departments and pupils who have been identified as not making expected progress have had a new intervention approach developed.</p>	Pupil Premium students	76%	Non Pupil Premium students	81%
Pupil Premium students	76%				
Non Pupil Premium students	81%				
80% of PP pupils to make at least expected progress in SSM.	<p>Average percentage of pupils making expected progress and meeting EOY targets:</p> <table border="1" data-bbox="432 929 1069 1005"> <tr> <td>Pupil Premium students</td> <td>80%</td> </tr> <tr> <td>Non Pupil Premium students</td> <td>78%</td> </tr> </table> <p>The above data shows that the percentage of PP students making expected progress is 2% higher their non PP peers. Pupil progress meetings have taken place within departments and pupils who have been identified as not making expected progress have had a new intervention approach developed. The improvement in SSM is also being reflected upon to see how strategies used could be transferred to support PP students in other areas of the curriculum.</p>	Pupil Premium students	80%	Non Pupil Premium students	78%
Pupil Premium students	80%				
Non Pupil Premium students	78%				
To further enhance the quality of the teaching of Maths and Phonics to ensure outcomes and progress for PP students is exceptional.	<p>This year we have undertaken a programme of staff development to ensure exceptional outcomes for PP students in Phonics and Maths. We held two INSET training days in October 2022, focusing on Reading, Phonics and Maths to upskill all staff in their subject knowledge. There has also been at least one termly Teachers’ Meeting focused on Literacy and Numeracy training and closing the gap. When asked about Literacy, 95% of staff felt their confidence and skills in Phonics had increased as a result of the training. In Numeracy, the figure was even higher at 98%.</p> <p>In addition to this, four members of staff across all sites have attended Maths training delivered by Boolean Maths Hub, creating additional expertise to support colleagues in their teaching and our pupils.</p> <p>We have recently constructed a new approach to Phonics with enhanced curriculum expectations regarding delivery and time allowed in timetables. This is alongside a systematic, DfE approved scheme. This approach is particularly supportive to new teachers and aids pupil progress as they move between classes. Phonics and Numeracy have been topics for moderation this year. Observations and learning walks have been used to ensure assessment of pupils are accurate and develop teaching through targeted and department level feedback. This will feed into differentiated support and training for new departments in the new academic year.</p>				



## Externally provided programmes

Please include the names of any non DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

## Service pupil premium funding (optional) N/A

For the schools that receive this funding, you may wish to provide information below.

How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a